

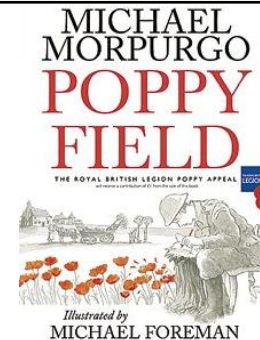
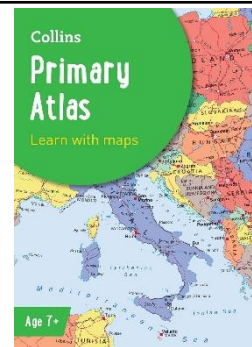
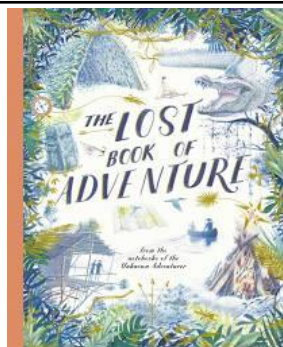


YEAR 5 / AUTUMN 2

COULD YOU SURVIVE IN THE WILD?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

KEY TEXTS





ACADEMIC EXCELLENCE	<p>Set challenging goals and work towards these Focus on next steps and acting on feedback to improve Review progress against own targets Know that only our best is good enough</p>
POSSIBILITIES AND RISKS	<p>Challenging learning opportunities for children to be outside comfort zone Weekly Swimming Sessions Sports competitions Performing for Christmas performance</p>

LEARNING TO LEARN	<p>Review and develop understanding of 5Rs with particular focus on Reflectiveness in Autumn 2 Celebration of achievements Celebrate successes and learning from mistakes Work towards Learning to Learn Awards Modelling of effective learning skills by staff</p>
SOCIAL INTELLIGENCE	<p>Assemblies – linked to school aims Year 5 responsibilities – Reading Buddies Representing school in sporting competitions Adapting behaviours according to environments and audiences – home, school, school visits</p>



ENGLISH	READING	Maintain positive attitudes by reading for a range of purposes Understand what they read by identifying how language, structure, presentation contribute to meaning Make comparisons within and across books Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Retrieve, record and present information from non-fiction
	WRITING	To write a survival guide To link ideas across paragraphs using adverbials To apply modal verbs in writing indicate degrees of possibility Use hyphens to avoid ambiguity Use parenthesis to add extra detail into writing To use relative clauses
	SPELLING / PHONICS / GPS	To spell words with the endings: tious, ious, cious, cial, tial, ant, ance, ancy, ent and ence. To use and apply formal and informal tone To indicate degrees of possibility using modal verbs and adverbs To use commas to clarify meaning To use commas and hyphens to avoid ambiguity To punctuate parenthesis correctly
	SPOKEN LANGUAGE	Know when to use informal and formal language Use formal language (tone and vocabulary) to present to an audience

MATHS	<p>Continue Multiplication & Division Multiply a 2 digit number by a 2 digit number Find cube and square numbers Multiply by 10, 100, 1000 Multiplying 2/3 digit numbers Multiply 4 digit numbers Divide by 10, 100 and 1000 Divide 2, 3 and 4 digit numbers by a single digit including remainders Solve word problems using multiplication and division</p> <p>Graphs Reading and Interpreting Tables Reading and Interpreting Line Graphs Apply knowledge of tables and line graphs to solve problems</p>
--------------	---



SCIENCE	<p>Working Scientifically Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas Recognise which secondary sources will be most useful to research their ideas Identify scientific evidence that has been used to support or refute ideas or arguments Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat reading when appropriate Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results</p> <p>Physics - Forces Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and the falling object Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>
HISTORY	

COMPUTING	<p>Coding: To begin to simplify code To create a playable game. To understand what a simulation is. To program a simulation using 2Code. To know what decomposition and abstraction are in computer science. To take a real-life situation, decompose it and think about the level of abstraction. To understand how to use friction in code. To begin to understand what a function is and how functions work in code. To understand what the different variables types are and how they are used differently. To understand how to create a string.</p>
GEOGRAPHY	<p>Settlements are places people live and work and often have a distinct community identity Understand what the early settlers needed to survive and what influenced their choice of a location Settlements vary in size and larger settlements have a wider range of building/land uses and more facilities and services (small hamlets, villages, cities, megacities) Understand how some settlements got their names and what that tells us about the area Understand different settlement patterns and how they change over time, including physical and human geography influence, and predict how they will continue to change in the future Use OS map symbols to find locations suitable for settlements Understand that settlements are linked and know the OS map symbols for roads, rails, canals and airports Identify how a settlement has changed over time and suggest reasons for this Know that sustainability is not just about the environment but takes into account the long-term needs of people, the economy and the environment</p>



MFL	<p>The theme of this term is meal times and food and drink options To ask/answer questions and express and respond to opinions To use definite articles with verbs of like/dislike (le, la, l' or les) To use expressions of frequency to add detail (toujours, d'habitude, parfois)</p>	PHYSICAL EDUCATION	<p>Invasion Games- Tag Rugby Apply throwing and catching skills to a game situation Understand when to pass and when to run with the ball Use a backward pass effectively when attacking Work as a team to stop the opposition from scoring, applying the 'offside' rule Use a dodge to create space and beat a defender Apply rules and skills to take part in competitive games Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.</p>
DESIGN TECHNOLOGY	<p>Bridges To design and make strong and stable structures (bridges) To know of the work and impact of Islamabad Kingdom Brunel To know real like applications of structures such as well know bridges Textiles To design a cushion for an intended purpose To use hand and machine sewing to create hems To use and apply applique for a desired effect including fabric paints</p>	ART AND DESIGN	
MUSIC	<p>Listen to a variety of musical examples that use major and minor to create contrast. Play major and minor scales and become familiar with the pattern of tones and semitones. Improvise, over an ostinato, with instrument or voices using both major and minor pitch patterns</p>	RELIGIOUS EDUCATION	<p>What does it mean if Christians believe God is Holy and loving? To learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use To learn how to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God.</p>
PSHE	<p>To understand how emotions can change during puberty and strategies for managing these Online safety - keeping safe online, cyber bullying and strategies to cope online</p>	ENRICHMENT	<p>Remembrance – 11th November Anti-Bullying Week Interfaith Week World Kindness Day Protecting Our Planet Day Bebras – Computational Thinking Competition Children in Need Christmas Nativities Parliament Week</p>